Critical Review of the 2023 Tenth Grade Arabic Textbook for Madrasah Aliyah under Kurikulum Merdeka

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Abstract

This research aims to examine the Arabic language textbook for Class linguistic appropriateness and graphic appropriateness. This research method uses descriptive qualitative with content analysis methods. The research results indicate this book is suitable because it meets the content, presentation, language, and graphics criteria. The contents of this book are prepared based on the Independent Curriculum Arabic Learning Outcomes (CP) in madrasas. They are equipped with Pancasila Student Profiles and Raḥmatan lil-ʿĀlamīn Student Profiles. The presentation is equipped with picture illustrations appropriate to the student's age level of development. The linguistic aspects in this book have met the criteria, but the language used is considered relatively high for tenth-grade students. In terms of graphics, it is in a suitable category because the book meets all the criteria set for textbook printing.

Abstrak

Penelitian ini bertujuan untuk menelaah buku teks Bahasa Arab Kelas X Kurikulum Merdeka Terbitan PT Tiga Serangkai Tahun 2023. Dalam Peraturan Pemerintahan buku teks pelajaran dinilai oleh BSNP dan ditetapkan dengan Peraturan Menteri (Permendiknas No.19 Tahun 2005) yang meliputi kelayakan isi, kelayakan penyajian, kelayakan kebahasaan, dan kelayakan kegrafikan. Metode penelitian ini menggunakan deskriptif

kualitatif dengan metode analisis isi (*content analysis*). Hasil penelitian ini menunjukkan bahwa buku ini layak digunakan karena telah memenuhi kriteria baik secara isi, penyajian, kebahasaan serta kegrafikan. Isi dalam buku ini disusun berdasarkan Capaian Pembelajaran (CP) Bahasa Arab Kurikulum Merdeka pada madrasah dan dilengkapi dengan Profil Pelajar Pancasila dan Pelajar *Raḥmatan lil-ʿĀlamīn*. Penyajiannya dilengkapi dengan ilustrasi gambar yang sesuai dengan tingkat perkembangan usia siswa. Aspek kebahasaan dalam buku ini telah memenuhi kriteria namun bahasa yang digunakan dalam buku tersebut dinilai cukup tinggi untuk siswa kelas X. Dari segi kegrafikan termasuk dalam kategori bagus karena buku tersebut telah memenuhi semua kriteria-kriteria yang ditetapkan dalam pencetakan buku teks.

الملخص

يهـدف هـذا البحـث إلى فحص كتـاب اللغـة العربيـة من حيث الملاءمـة اللغويـة والبيانية. يستخدم هذا البحث أسلوب الوصف النوعي مع أسلوب تحليل المحتوى. وتشـير نتائج البحث إلى أن هذا الكتاب مناسـب للاسـتخدام، لأنه يسـتوفي المعايير من حيث المحتوى، والعرض، واللغة، والرسـومات. تم إعداد محتويـات هذا الكتاب بناءً على مخرجات تعلم اللغة العربية وفقًا للمناهج المسـتقلة (CP) في المدارس، وهو مجهز بملفات تعريف طلاب بانكاسـيلا وملفات تعريف طلاب رحمة العالمين. تم تجهيز العرض برسـوم توضـيحية مناسـبة لمسـتوى نمو الطالب العمري. لقد اسـتوفت الجوانب اللغوية في هذا الكتاب المعايير، إلا أن اللغة المسـتخدمة فيه تعتبر عالية جدًا بالنسبة لطلاب الصف العاشر. أما من حيث الرسومات، فهو يقع في الفئة الجيـدة، حيث يسـتوفي الكتـاب جميع المعايير المحددة لطباعـة الكتب المدرسية.

Introduction

The curriculum is a fundamental component of the educational system, implemented by educational institutions and managed particularly by educators. The government has made various efforts to improve the quality of education in

Indonesia, both through conventional methods and innovative approaches. Curriculum refinement ensures that the national education system remains relevant and competitive.[1] However, such refinements are conducted following the national education law, which emphasizes the need to systematically and periodically enhance national education standards as a curriculum reference.

The "Kurikulum Merdeka" (Independent Curriculum) was designed to address gaps in literacy and numeracy. It offers a solution for curriculum refinement and can be implemented gradually according to each school's readiness. Since the 2021/2022 academic year, the Kurikulum Merdeka has been implemented.[2] To achieve the curriculum's objectives, textbooks play a crucial role. Textbooks are a set of materials systematically organized, both written and unwritten, to create an environment or atmosphere conducive to student learning.[3]

In the process of textbook development, the content is systematically organized following the implemented curriculum, considering whether students can learn independently, thereby aiding educators in delivering instruction to students to achieve all the competencies that

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[1] Senowarsito Senowarsito et al., "The Analysis of Feasibility in EFL Textbook: A Contribution to Kurikulum Merdeka," *Arab World English Journal* Special Is, no. 9 (2023): 305–19, https://doi.org/10.24093/awej/call9.21; Fahala Rahma Tanto, *An Analysis of the English Textbook "Bahasa Inggris Work in Progress" Based on Curriculum Merdeka (Undergraduate Thesis)* (Jakarta: UIN Syarif Hidayatullah Jakarta, 2023).

[2] Chicin Marchella Kolintama and Muhammad Nur Iman, "Telaah Buku Ajar Bahasa Arab Madrasah Aliyah Kelas X Berdasarkan Keputusan Menteri Agama (KMA) Nomor 183 Tahun 2019," *Al-Muyassar: Journal of Arabic Education* 1, no. 1 (2022): 74, https://doi.org/10.31000/al-muyassar.v1i1.5994.

[3] Priantini et al., "Analisis Kurikulum Merdeka dan Platform Merdeka Belajar untuk Mewujudkan Pendidikan yang Berkualitas," *Jurnal Penjaminan Mutu* 8, no. 2 (2022): 238–44, https://doi.org/10.25078/jpm.v8i02.1386.

have been established.[4] Government Regulation No. 19 of 2005 concerning National Education Standards, Article 43 paragraph (5), states that the feasibility of content, language, presentation, and graphic design of textbooks is assessed by the National Education Standards Agency (BSNP) and established by the Ministerial Regulation.[5] As stipulated by BSNP, there are specific criteria for developing textbooks, including content feasibility, presentation feasibility, linguistic feasibility, and graphic feasibility.

With changes in the curriculum, the textbooks used at each level are also updated according to the established curriculum standards.[6] In the Kurikulum Merdeka, the textbooks differ from those used in the previous curriculum, as they focus more on essential material and the development of student character.[7]

The government, through educational institutions, is one of the developers of several Kurikulum Merdeka textbooks that are widely used today. The textbook PT Tiga Serangkai Pustaka Mandiri published follows the current curriculum and has undergone a rigorous selection process before publication. One such textbook is the "Bahasa Arab" (Arabic Language) textbook for Grade X under the Kurikulum Merdeka for

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[4] Muhammad Muklis, Asnawi, and Oki Rasdana, "Pengembangan Bahan Ajar Teks Eksposisi Berbasis Tunjuk Ajar Melayu," *Jurnal Sastra Indonesia* 9, no. 2 (2020): 97–102.

[5] Anita Anggraini and Johan Syahbrudin, "Pentingnya Pengembangan Buku Ajar Statistika Berbasis Praktik Penyelesaian Masalah dalam Penelitian Masalah," *Jurnal Ilmiah Wahana Pendidikan* 7, no. 2 (2021): 17–26, https://doi.org/https://doi.org/10.5281/zenodo.4657108.

[6] Departemen Pendidikan Nasional, *Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan* (Jakarta: Departemen Pendidikan Nasional, 2005).

[7] Haning Rofi'ah, "Analisis Bahan Ajar Bahasa Arab Siswa Kelas VII MTs Raudlatul Ulum Guyangan Pati Perspektif 'Abdurraḥmān Al-Fawzān," *Alsina : Journal of Arabic Studies* 4, no. 1 (2022): 115–40, https://doi.org/10.21580/alsina.4.1.13139.

Madrasah Aliyah, published by PT Tiga Serangkai Pustaka Mandiri. This textbook is designed for Arabic language studies for students at the Madrasah Aliyah (Islamic senior high school) level, specifically Grade X. It is prepared by the government as part of the effort to provide high-quality educational materials. It contains instructional materials that support the achievement of learning objectives.

The curriculum serves as the backbone of any educational system, influencing the direction and quality of education provided by institutions. Various studies have emphasized the need for continuous curriculum refinement to address the evolving educational demands.[8] In Indonesia, the introduction of the "Kurikulum Merdeka" marks a strategic effort to bridge gaps in literacy and numeracy, offering a flexible approach that can be tailored to the specific needs and readiness of schools.[9] This curriculum, implemented progressively since the 2021/2022 academic year, focuses on essential competencies and student character development, a shift from previous more prescriptive curricula.

Textbooks play an instrumental role in realizing the objectives of the "Kurikulum Merdeka." Research by Jayanti and Mustofa; and Febraningrum and Suroso underscores the importance of textbooks in providing structured learning materials that align with curriculum standards.[10] These

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[8] Faradilla Intan Sari, Dadang Sunendar, and Dadang Anshori, "Analisis Perbedaan Kurikulum 2013 dan Kurikulum Merdeka," *Jurnal Pendidikan dan Konseling* 5, no. 1 (2023): 146–51, https://doi.org/10.31004/jpdk.v5i1.10843.

[9] Senowarsito et al., "The Analysis of Feasibility in EFL Textbook: A Contribution to Kurikulum Merdeka"; Iin Anis Setiawati, "Cultural Content Analysis of English Textbook on Merdeka Curriculum," in *Proceeding of Annual International Conference on Islamic Education and Language (AICIEL)* (Kota Serang: UIN Sultan Maulana Hasanudin, 2023), 1096–1105.

[10] Lukitaning Nur Jayanti and Ali Mustofa, "Cultural Content Evaluation in Indonesian Interactive English Textbook for Merdeka Curriculum," *ELite Journal : International Journal of Education, Language,*

materials are systematically evaluated based on content, presentation, language, and graphic design, as mandated by the National Education Standards Agency (BSNP). The "Bahasa Inggris Work in Progress" textbook analyzed by Tanto exemplifies these standards, being specifically tailored to support the "Kurikulum Merdeka" at the secondary school level.[11] Such textbooks are not only tools for instruction but also crucial in fostering independent learning among students, thereby enhancing the overall quality of education as intended by the curriculum.

This study is qualitative descriptive research employing content analysis methods. In qualitative research, descriptive means depicting and explaining events, phenomena, and social situations being studied.[12] In this context, analysis involves interpreting, making sense of, and comparing the research data. Qualitative content analysis aims to describe media content concerning its original context and text, providing more profound and more meaningful insights that can be interpreted concerning the content and explaining the relationships between the content elements.[13] The object of this study is the Grade X Arabic Language textbook under the

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and Literature 3, no. 2 (2023): 77–87, https://journal.unesa.ac.id/index.php/elite/article/view/21581; Melania Indar Nur Febraningrum and Bambang Suroso, "A Content Analysis of English Textbook 'English For Nusantara' for 7 Grade Junior High School in Kurikulum Merdeka," *Proceedings Series on Social Sciences & Humanities* 13 (2023): 145–52, https://doi.org/10.30595/pssh.v13i.897.

[11] Tanto, *An Analysis of the English Textbook "Bahasa Inggris Work in Progress" Based on Curriculum Merdeka (Undergraduate Thesis)*.

[12] Marinu Waruwu, "Pendekatan Penelitian Pendidikan: Metode Penelitian Kualitatif, Metode Penelitian Kuantitatif dan Metode Penelitian Kombinasi (Mixed Method)," *Jurnal Pendidikan Tambusai* 7, no. 1 (2023): 2896–2910, https://doi.org/10.31004/jptam.v7i1.6187.

[13] Sumarno Sumarno, "Analisis Isi dalam Penelitian Pembelajaran Bahasa dan Sastra," *Edukasi Lingua Sastra* 18, no. 22 (2020): 37–55, https://doi.org/10.47637/elsa.v18i2.299.

Kurikulum Merdeka for Madrasah Aliyah, published by PT Tiga Serangkai Pustaka Mandiri in 2023.

The data collection technique used in this study is library research, which involves gathering, reducing, presenting, and drawing conclusions. The primary source is the Grade X Arabic Language textbook under the Kurikulum Merdeka for Madrasah Aliyah, published by PT Tiga Serangkai Pustaka Mandiri in 2023. Additionally, secondary sources such as relevant books and scholarly articles are used. The researcher then analyzes data by examining the Arabic Language textbook for Grade X under the Kurikulum Merdeka for Madrasah Aliyah, published by PT Tiga Serangkai in 2023. The data analysis method employed in this study is content analysis, which is a method to study and systematically and objectively analyze visible messages. The final step is drawing conclusions.[14] The focus of the study includes assessing the content, presentation, linguistic, and graphic feasibility based on BSNP standards for quality textbooks.

Results

Content Feasibility

The content section presents material on the main topics that align with the book's title. The material must effectively develop students' knowledge, skills, and positive attitudes.[15] The Grade X Arabic Language textbook under the Kurikulum Merdeka for Madrasah Aliyah, published by PT Tiga Serangkai Pustaka Mandiri, is a learning guide for students pursuing education at Madrasah Aliyah. This textbook contains six chapters, each covering different topics.

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[14] Sutri Ramah and Miftahur Rohman, "Analisis Buku Ajar Bahasa Arab Madrasah Aliyah Kurikulum 2013," *Arabiyatuna: Jurnal Bahasa Arab* 2, no. 2 (2018): 141–60, https://doi.org/10.29240/jba.v2i2.552.

[15] Sahrul Muhamad, "Telaah Buku Teks Bahasa Arab Madrasah Aliyah," *Al-Mashadir* 2, no. 1 (2022): 71–84, https://doi.org/10.30984/almashadir.v2i01.253.

Each chapter is composed of several components, which include the following: (1) أهداف التعليم (Learning Objectives), which outlines the goals to be achieved during the learning process within a single chapter; (2) جزء شخصية طالب المبادئ الخمسة وطالب رحمة للعالمين (Elements of the Pancasila Student Profile *and Raḥmatan lil-ʿĀlamīn* Student Profile) encompasses the noble values of the Indonesian nation that should be applied by students during the learning process and in their daily lives; (3) المفردات (Vocabulary) presents vocabulary relevant to the lesson material, with students expected to memorize it; (4) الملاحظة (Observation) introduces exciting images related to the lesson material, which students observe to foster creative thinking about an event; (5) الاستماع (Listening) incorporates listening skills (istimāʿ) through stories or dialogues that will be read aloud by the teacher or other students, with content that aligns with the theme of the chapter being studied; (6) الكلام (Speaking) involves conversations (kalām) practiced by students, with the conversations provided aligning with the theme of the chapter; (7) القراءة (Reading) includes passages for reading skills (qirāʾah) that are related to the theme of the chapter.

(8) الكتابة (Writing) consists of exercises designed to enhance students' writing ability in Arabic, presented in the form of practice questions; (9) القواعد (Grammar) covers Arabic grammar (naḥw), including word classification (mufrad, muthanná, and jamaʿ), numbers from 1 to 1000, pronouns (ḍamīr; munfaṣil and muttaṣil), verb classifications (fiʿl; māḍī, muḍāriʿ, amr, ṣaḥīḥ, muʿtall, mutaʿaddī, and lāzim), interrogatives (istifhām), and adverbs (dzaraf; zamān and makān), with topics systematically covered across six chapters; (10) التدريب (Exercises) contains practice questions aimed at assessing students' understanding of the material studied, presented after each skill (mahārah) component has been understood; For writing skills (kitābah), the section directly presents practice exercises (tadrīb) without

additional material; (11) مهارت التفكير العليا (Higher-Order Thinking Skills) requires students to analyze and evaluate reasoning based on several presented questions; (12) المحفوظات (Quotes) features Arabic proverbs with translations into Indonesian, which can serve as motivation for students; (13) التمرينات (Practice Exercises) are provided after all material in a chapter has been studied; (14) القاموس (Glossary) contains vocabulary and its translations, presented at the end of each chapter; (15) الواجبة (Homework) includes questions assigned as homework to ensure students continue learning while at home; (16) الانعكاس (Reflection) highlights lessons drawn from the chapter's material.

Additionally, the book includes test questions: (1) الامتحان لنصف السنة (Mid-Semester Assessment), presented after the third chapter; (2) الامتحان لأخر السنة (End-of-Semester/Year Assessment), provided after the last chapter or at the end of the semester following the sixth chapter; and (3) أسئلة تقسيم كفاءة المدرسة الاندونيسية (Indonesian Madrasah Competency Assessment Questions), presented at the end of the book following the End-of-Semester Assessment.

The thematic content of each chapter is explained as follows: *Chapter One*: The first chapter covers التحيات والتعارف (Greetings and Introductions). In this chapter, students learn phrases for greetings, introductions, and sharing information about themselves and others in Arabic. *Chapter Two*: Chapter Two covers the topic of الأسرة والبيت (Family and Home). In this chapter, students study family life and the activities performed by family members at home and in the surrounding environment using the Arabic language. *Chapter Three*: Chapter Three discusses the topic of المدرسة والبيئة المحيطة بها (School and Its Surroundings). In this chapter, students will learn about school life, which includes various activities, school supplies, as well as the facilities and infrastructure that support the teaching and learning process. *Chapter Four*: Chapter Four discusses the topic of الحياة اليومية (Daily Life). In

this chapter, students learn about daily activities, including social and community engagements related to oneself and the surrounding environment, such as studying, working, worshipping, and various other activities. *Chapter Five*: Chapter Five covers the topic of الهواية (Hobbies). In this chapter, students learn about hobbies and leisure activities that provide entertainment amidst daily routines, using the Arabic language. *Chapter Six*: Chapter Six discusses the topic of الطعام والشراب (Food and Drink). In this chapter, students learn everything about food and beverages using the Arabic language.

The findings indicate that this Arabic language book meets all the aspects mentioned. The book is classified as good because its content meets the criteria, including: (1) Supporting the Core Topics: This book's discourses, concepts, theories, examples, and exercises accurately align with the material in each chapter. Clear explanations of the material, illustrations, and images support the core topics; (2) Accuracy and Completeness of the Material: The material presented is consistent with the current curriculum and is aligned with the Learning Outcomes of the "Kurikulum Merdeka." The accuracy and completeness of the material are supported by the reading materials found in the listening (*istimāʿ*), speaking (*kalām*), and reading (*qirāʾah*) sections; (3) Systematics: The systematic arrangement of the material in the book is presented in sequential order, making it easier for students to comprehend the material as a whole; (4) Engaging Presentation from Simple to Complex, Easy to Understand, and Encouraging Student Activity: Attractive images support the material. The text is not only in black ink, making the book more visually appealing. The content is relevant to the students' cognitive levels, making it easier to understand. The sequence of the material also promotes active learning among students.

This book is structured based on the Arabic Language Learning Outcomes of the "Kurikulum Merdeka" for madrasah.

The "Arabic Language Class X Kurikulum Merdeka Madrasah Aliyah" book, published by PT Tiga Serangkai, includes a grammar section (*qawāʿid*) that covers Arabic grammar (*naḥw*), including word classification (*mufrad*, *muthanná*, and *jamaʿ*), pronouns (*ḍamīr*, both detached and attached), numbers 1-1000, verb classification (*māḍī*, *muḍāriʿ*, *amr*, *ṣaḥīḥ*, *muʿtall*, *mutaʿaddī*, and *lāzim*), interrogative words (*istifhām*), and adverbs (*zamān* and *makān*). The formulation of the material is based on linguistic, non-linguistic, and educational analysis. The book also incorporates the profiles of Pancasila Students and "*Raḥmatan lil-ʿĀlamīn*" Students as characteristic elements of the "Kurikulum Merdeka" for madrasah.[16] The author finds that this Arabic language book contains numerous components in each chapter and exercise. This may be less effective if presented to students and completed by them, as it would consume much time.

Presentation Feasibility

The material is presented in an engaging manner

In the "Arabic Language Class X Kurikulum Merdeka Madrasah Aliyah" book published by PT Tiga Serangkai, the material is presented attractively, sequentially, and coherently. The coherence helps create harmony between the chapters in the textbook.[17] The sentences used in this book are straightforward, unambiguous, and easy to understand, allowing readers to grasp the meaning of the material thoroughly and the message intended by the book.

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[16] Direktorat Jenderal Pendidikan Islam Kementerian Agama Republik Indonesia, *Keputusan Menteri Agama Nomor 347 Tahun 2022, Tentang Pedoman Implementasi Kurikulum Merdeka Pada Madrasah*, 2022.

[17] Wahida Wahida, "Kohesi dan Koherensi dalam Teks Buku Pelajaran Bahasa Indonesia SMK Kelas X" (Universitas Negeri Makassar, 2018).

The presentation in the "Arabic Language Class X Kurikulum Merdeka Madrasah Aliyah" book published by PT Tiga Serangkai includes four main components: listening (*istimāʿ*), speaking (*kalām*), reading (*qirāʾah*), and writing (*kalām*). In addition to these four main components, the book also includes vocabulary (*mufradāt*), grammar (*qawāʿid*), digital learning elements in the form of QR codes, and HOTS (Higher Order Thinking Skills) questions.

Material illustrations are presented in an engaging manner according to the reader's age development

The illustrations, text, and images presented in the "Arabic Language Class X Kurikulum Merdeka Madrasah Aliyah" book by PT Tiga Serangkai appeal to high school students. The images are presented in color and aligned with the main themes discussed in each chapter, making it easier for readers/students to understand the material. The illustrations in this book are appropriate for the student's age development because they can attract students' interest in reading. In Chapter One, with the theme التحيات والتعارف(Greetings and Introductions), the images are consistent with the material. For example, there is an illustration of two students shaking hands, which can be seen on page 1. This image is also well-aligned with the theme of the chapter being taught.

Using illustrations that do not contain deviant values

The illustrations in the Arabic language textbook for Grade X of the Merdeka Curriculum by PT Tiga Serangkai do not contain pornographic content, extremist ideologies, radicalism, or other forms of deviation. The images used in this book are educational and motivational, as they depict positive activities that benefit readers/students.

In Chapter Three, with the theme "المدرسة والبيئة المحيطة بها" in the reading material on page 65, there is an illustration of students studying in a language laboratory. This image does

not contain any pornographic or extremist meanings and can inspire students to read as it helps them understand the text.

Presentation of material can stimulate critical, creative, and innovative thinking

Critical thinking involves a deep cognitive process where individuals strive to develop new ideas and express novel concepts. The ability to think critically, creatively, and innovatively is crucial for determining the advancement of a country.[18] Therefore, the Arabic language textbook for Grade X of the Merdeka Curriculum by PT Tiga Serangkai contains engaging readings that stimulate critical, creative, and innovative thinking.

The author also combines difficult and easy vocabulary in the readings, encouraging students to seek meanings of new words and thus enrich their vocabulary.

In Chapter Two, with the theme "الأسرة والبيت" in the reading material on page 42, there is a challenging vocabulary word "غالبا" paired with more straightforward vocabulary, enabling students to infer the correct meaning or consult a dictionary or teacher to understand the reading accurately.

Contains contextual insights

Contextual understanding relates to real-world situations.[19] A book that provides contextual insights is one where the readings are relevant to everyday life, allowing readers/students to experience and discover positive elements applicable to their daily lives. For example, in the Arabic language textbook for Grade X of the Merdeka

[18] Yeti Nurizzati, 'Upaya Mengembangkan Kemampuan Berpikir Kritis Dan Kreatif Mahasiswa IPS', *Eduksos Jurnal Pendidikan Sosial & Ekonomi*, 1 (2016), 94 <https://doi.org/10.24235/eduksos.v1i2.381>.

[19] Muhamad Parhan Parhan, "Kontekstualisasi Materi dalam Pembelajaran," *Adi Widya: Jurnal Pendidikan Dasar* 3, no. 1 (2018): 7–18, https://doi.org/10.25078/aw.v3i1.901.

Curriculum by PT Tiga Serangkai, page 56 includes reading about school, allowing readers/students to visualize and relate to the content.

Engaging presentation of material

A conducive learning environment supports effective learning.[20] An engaging presentation of material is a form of effort to support a conducive learning environment. With an engaging presentation, readers/students feel happy and enthusiastic, fostering a deep curiosity. The Arabic language textbook for Grade X of the Merdeka Curriculum by PT Tiga Serangkai includes material categorized as engaging because it contains readings that motivate readers/students. The readings in this textbook cover daily activities, enabling students to derive positive lessons and apply them in their daily lives.

In Chapter Four, "الحياة اليومية," the reading material on page 102 narrates a student starting the day with early morning prayers and reading the Quran until dawn. This habit can serve as motivation for readers/students and be practiced in daily life.

Language Eligibility

Use of language

According to Agustina (2011) in Atria and Cintya (2022), the language used in educational textbooks should be (1) communicative, (2) straightforward, (3) coherent, and (4) appropriate for the student's developmental age.[21] The

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[20] Indo Intan, 'Enhacement of Quality of Learning through Material Presentation Based on Multimedia in Barrang Lompo Island (Peningkatan Kualitas Pembelajaran Melalui Penyajian Materi Berbasis Multimedia Di Pulau Barrang Lompo)', *Journal Pekommas*, 1.2 (2016), 121 <https://doi.org/10.30818/jpkm.2016.2010202>.

[21] Atria Rihanah and Cintya Nurika Irma, "Kelayakan Isi dan Bahasa pada Buku Teks Bahasa Indonesia di SMA Negeri 1 Sirampog," *Hasta*

language in the Arabic language textbook for Grade X of the Merdeka Curriculum by PT Tiga Serangkai is categorized as good, meeting the established criteria. The clarity of sentences in the textbook is at a reasonable level because the sentence structure adheres to proper Arabic grammar.

The language used in the book is quite advanced for grade X students. However, each chapter starts with vocabulary (*mufradāt*) to help students understand the readings and expand their vocabulary. Despite this, the vocabulary listed in the textbook is limited, requiring readers/students to use a dictionary for complete comprehension.

Illustrations and images

The illustrations and images in the Arabic language textbook for Grade X of the Merdeka Curriculum by PT Tiga Serangkai are appropriate for the student's developmental stage and use real photos or illustrations. Illustrations and images are placed at the beginning of chapters according to the central theme to attract students' interest and facilitate their understanding of the material.

However, the text presented in the textbook is categorized as less effective because it is written with vowel markings that, while making reading more accessible, are less suitable for Grade X students' developmental stage.

Communicative and informative language

A textbook should use effective, transparent, communicative, and informative language with coherence between sentences appropriate for students' developmental levels.[22] The text in the Arabic language textbook for Grade X

Wiyata 5, no. 1 (2022): 32–42, https://doi.org/10.21776/ub.hastawiyata.2022.005.01.03.

[22] Ikhya Mahdiansyah Ulumudin and Bambang Suwardi Joko, *Kajian Buku Teks dan Pengayaan: Kelengkapan dan Kelayakan Buku Teks*

of the Merdeka Curriculum by PT Tiga Serangkai uses language that is simple and common in Indonesian written communication, though some new vocabulary is included. The text mainly contains information about the immediate environment observed by students, making the book adequate in using communicative and informative language. The connections between chapters are arranged sequentially to aid students in understanding the material.

Book title and section titles

The book title and section titles in the Arabic language textbook for Grade X of the Merdeka Curriculum by PT Tiga Serangkai are engaging as they focus on themes related to the environment and daily activities without provocative elements. The vocabulary included in the book consists of everyday terms combined with new vocabulary, allowing readers/students to learn new words and apply them in daily life.

Graphic Presentation

The graphic presentation analysis for the Arabic language textbook for Grade X of the Merdeka Curriculum by PT Tiga Serangkai consists of six criteria: (1) Book Format Size, (2) Cover design, (3) Interior Design, (4) Paper Quality, (5) Print Quality, and (6) Binding Quality. The analysis assesses the adequacy of the graphic presentation as follows:

Book format size

The size of the Arabic language textbook for Grade X of the Merdeka Curriculum by PT Tiga Serangkai is 25 cm in length and 17.6 cm in width, which conforms to standard book dimensions and is deemed suitable for use as it meets the ISO (International Organization for Standardization) standards.

Kurikulum 2013 Serta Kebijakan Penumbuhan Minat Baca Siswa, *kemendikbud* (jakarta, 2017).

ISO is an international organization responsible for creating international standards documents, which include requirements, specifications, guidelines, or characteristics to ensure that materials, processes, products, and services meet their intended purpose. Books adhering to ISO standards should meet specific criteria, including size standards such as A4 (210 x 297 mm), A5 (148 x 210 mm), and B5 (176 x 250 mm) with a size tolerance of 0-20 mm.[23] The Arabic language textbook for Grade X of the Merdeka Curriculum by PT Tiga Serangkai consists of 176 pages and is printed in Times LT Std 11 pt font.

Cover design

The cover design analysis has been conducted based on criteria established by BSNP and other relevant instruments. Design, in the context of graphic presentation, refers to the arrangement of forms, layout, motifs, patterns, and styles applied to a specific object.[24] The evaluation of the cover design for the Arabic language textbook for Grade X of the Merdeka Curriculum by PT Tiga Serangkai includes aspects such as layout, font usage, paper quality, print quality, and overall design.

In terms of layout, the book presents a harmonious combination of elements, such as the title, illustrations, and images, which are well-integrated and appropriate. The design pattern is straightforward, contributing to the neat appearance of the book. The font usage is suitable and

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[23] Angela Suryani Putri and others, 'Analisis Kelayakan Kegrafikan Buku Teks Bahasa Cerdas Berbahasa Indonesia Untuk SMA Kelas X Kurikulum 2013 Revisi Terbitan Erlangga', SAJAK: Sastra, Bahasa, Dan Pembelajaran Bahasa Dan Sastra, 1.1 (2022), 148–55.

[24] Rinda Oktarina, "LKP: Desain Iklan di Periklanan Media Cetak Jawa Pos Surabaya," *Repositori Universitas Dinamika* (Stikom Surabaya, 2013).

straightforward, utilizing a single font style complemented by colors that align with the book's background.

In addition to the layout and font usage, the paper quality of the cover is of high standard, with thick paper that supports durability and prevents the cover from tearing or the design and text from fading. Finally, the design aspect encompasses complex text, images, numbers, and graphics integration. The cover design is engaging, featuring photographs of students in a computer laboratory.

Interior design

Several factors must be considered when evaluating the interior design of the Arabic language textbook for Grade X of the Merdeka Curriculum by PT Tiga Serangkai to determine its graphic adequacy. These factors include font type, font size, font color, paragraph formatting, and illustrations. According to linguistic experts and references such as the McGraw-Hill Dictionary of Art, design involves the arrangement of visual elements in a work of art and decorative objects.[25]

The analysis of the five indicators is as follows: The font used is Times LT Std with a size of 11 pt. The font colors include black, blue, green, and orange. Black is the predominant color used for the text. The blue color is applied in some paragraphs, and the illustrations present in the book effectively support students' understanding of the material.

Quality of paper

The quality of paper is a crucial aspect in the production of a textbook, aiming to minimize damage to the book, as wear and tear are inevitable despite the target audience being high school students.[26] Several criteria determine the quality of

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[25] Sacharia, Agus, and Sunarya, *Pengantar Tinjauan Desain* (Bandung: Penerbit ITB, n.d.).

[26] Mirwan Akhmad Taufiq, "Analisis Buku Bahasa Arab Pegangan Guru dan Siswa Kelas XI Kurikulum 2013," *TSAQOFIYA: Jurnal Pendidikan*

paper, including (1) Appearance, (2) Brightness, (3) Color, (4) Opacity, and (5) Gloss. The paper quality used in the Arabic language textbook for Grade X of the Merdeka Curriculum by PT Tiga Serangkai is considered good. The cover paper is thick and glossy, while the interior paper is adequately thick and meets the criteria, ensuring the text is easily readable.

Print quality

The print quality of a book can be assessed based on cleanliness, clarity, and contrast. Cleanliness refers to the absence of stains on the book's cover and interior. Stains would negatively impact the book's quality. Clarity means that all images, illustrations, and text are sharp and not faded. Issues such as missing text or faded print would affect the clarity. Contrast pertains to the brightness of colors used in the book, ensuring that the text and images are easily readable and visible. The analysis of these three indicators—cleanliness, clarity, and contrast—shows that the Arabic language textbook for Grade X of the Merdeka Curriculum by PT Tiga Serangkai meets all the specified criteria.

Discussion

The analysis of the Arabic Language textbook for Grade X under the Kurikulum Merdeka for Madrasah Aliyah reveals several strengths in alignment with contemporary educational theories and practices, as well as areas that may benefit from further refinement.

The textbook's comprehensive content coverage and systematic presentation reflect current best practices in educational material design, particularly in the context of competency-based education. Recent studies emphasize the importance of aligning educational content with curriculum goals to ensure that students are effectively guided towards

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Bahasa dan Sastra 3, no. 1 (2023): 15–26, https://doi.org/10.21154/tsaqofiya.v3i1.65.

achieving the desired learning outcomes.[27] The inclusion of various components such as vocabulary, grammar, and exercises in the textbook facilitates a well-rounded language learning experience, supporting the development of linguistic competence as advocated by modern educational frameworks.

However, the study also identifies a potential issue related to cognitive load, a concept that remains highly relevant in educational research. According to more recent findings by Kalyuga, excessive content and tasks within a single learning session can overwhelm students, leading to cognitive overload.[28] This suggests that while the textbook's thoroughness is commendable, careful consideration should be given to the pacing and distribution of content to optimize student learning without causing cognitive strain.

The textbook's presentation, which includes engaging visuals and coherent structuring, aligns with contemporary theories on multimedia learning. Research by Renkl and Scheiter continues to underscore the effectiveness of integrating visual and textual information to enhance learning outcomes.[29] The textbook's design, with its age-appropriate illustrations and clear text, not only makes the material more accessible but also aids in maintaining student engagement—a critical factor in effective learning.

Moreover, the inclusion of Higher Order Thinking Skills (HOTS) questions is consistent with recent trends in education

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[27] Abdullah A.H Alfauzan and Nessima Tarchouna, "The Role of an Aligned Curriculum Design in the Achievement of Learning Outcomes," *Journal of Education and E-Learning Research* 4, no. 3 (2017): 81–91, https://doi.org/10.20448/journal.509.2017.43.81.91.

[28] John Sweller, Paul Ayres, and Slava Kalyuga, *Cognitive Load Theory* (New York, NY: Springer New York, 2011), https://doi.org/10.1007/978-1-4419-8126-4.

[29] Alexander Renkl and Katharina Scheiter, "Studying Visual Displays: How to Instructionally Support Learning," *Educational Psychology Review* 29, no. 3 (2017): 599–621, https://doi.org/10.1007/s10648-015-9340-4.

that emphasize critical thinking and problem-solving abilities. These skills are increasingly recognized as essential for preparing students to navigate complex and dynamic environments.[30] The textbook's focus on fostering these skills is a positive step towards aligning with global educational priorities.

The textbook's language use is generally appropriate for its intended audience, though some adjustments could be beneficial. Current research on language acquisition, such as the work by Rivera, highlights the importance of providing language input that is both comprehensible and slightly challenging to facilitate language development.[31] The textbook's strategy of introducing new vocabulary alongside familiar terms supports this principle, although the use of vowel markings, while helpful for beginners, may need to be gradually phased out as students' proficiency improves to better match their developmental stage.

The quality of the textbook's graphic presentation, including the use of appropriate font sizes, colors, and high-quality illustrations, is supported by recent findings in educational design research. According to Kools et al, well-designed educational materials can significantly enhance the readability and overall effectiveness of textbooks, making them more engaging and easier for students to navigate.[32] The textbook's adherence to these design principles suggests that

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[30] Lorin W. Anderson et al., *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York: Longman, 2001).

[31] Jelitza Rivera, "Book Review: ISP Nation and S Webb, Researching and Analyzing Vocabulary," *Language Teaching Research* 17, no. 4 (2013): 501–3, https://doi.org/10.1177/1362168813493852.

[32] Marieke Kools et al., "Increasing Readers' Comprehension of Health Education Brochures: A Qualitative Study Into How Professional Writers Make Texts Coherent," *Health Education & Behavior* 31, no. 6 (2004): 720–40, https://doi.org/10.1177/1090198104263340.

it is well-positioned to support student learning through its visual and structural elements.

Conclusion

The Arabic language textbook for Grade X of the Merdeka Curriculum by PT Tiga Serangkai is deemed suitable for use based on an analysis of content, presentation, linguistic, and graphic feasibility. This textbook is developed in accordance with the Learning Outcomes of the Arabic language curriculum for madrasahs, encompassing six chapters with various sub-materials, and incorporating the Pancasila Student Profile and the *Raḥmatan lil-ʿĀlamīn* Student Profile. The material presentation is evaluated as appropriate and aligned with the students' developmental level. The linguistic aspects meet the established criteria, although the language level employed may be somewhat advanced for Grade X students. The graphic quality of this textbook is also categorized as satisfactory, fulfilling all criteria for textbook printing.

Future studies could focus on evaluating the effectiveness of this textbook in classroom implementation, including measuring students' comprehension levels and progress. Comparative studies with other Arabic language textbooks could be conducted to identify relative strengths and weaknesses. Additionally, research could explore strategies for adjusting the language level to better suit Grade X students' abilities, as well as developing supplementary materials to enrich vocabulary and enhance student understanding. Finally, longitudinal studies assessing the long-term impact of this textbook's usage on students' Arabic language proficiency could provide a fruitful avenue for further investigation.

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